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STATEWIDE SURVEY OF GUIDANCE SERVICES IN IOWA.

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THIS PAPER IS A PRELIMINARY REPORT OF THE FINDINGS OF THE STATEWIDE SURVEY OF GUIDANCE, CONDUCTED DURING THE SCHOOL YEAR OF 1966-67. THE COMPOSITE DATA GATHERED IS REPORTED HERE. QUESTIONNAIRES PRECODED TO EASE THE CODING PROCESS YIELDED INFORMATION ON 454 IOWA SCHOOL DISTRICTS CONCERNING--(1) THE SCHOOLS WHICH RESPONDED, (2) THE ORGANIZATIONAL STATUS OF GUIDANCE, (3) THE IOWA COUNSELOR, (4) INDIVIDUAL INVENTORY SERVICE, (5) THE INFORMATION SERVICE, (6) THE COUNSELING SERVICE, (7) PLACEMENT, FOLLOW-UP, AND RESEARCH, (8) IN-SERVICE EDUCATION, (9) REFERRAL, (10) PUBLIC RELATIONS, AND (11) A GENERAL RATING OF EFFECTIVENESS. IMPLICATIONS OF THE STUDY ARE DISCUSSED. (PH)

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by

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Preface

This paper is a preliminary reporting of the findings of the Statewide Survey of Guidance Services conducted during the school year of 1966-67. In this report can be found the composite data gathered in the study. Because of a need for a look at the data, particularly in relationship to school size, this is necessarily only a preliminary statement. Hopefully, a further report of the findings can be made before the school year 1967-68 is completed.

Introduction

It is appropriate that all programs occasionally take stock of "what" is so that plans can be laid for the future or "what should be." This study was an attempt to take a look at guidance services in Iowa so that recommendations could be made for improving existing programs and eliminating weaknesses when establishing new programs. This study can also be utilized as a benchmark against which future growth and progress can be measured.

Objectives of the Study

The objectives of the study were multiple and varied, and, for the most part, were accomplished. They were as follows:

1. To determine the extent to which necessary guidance facilities are available to Iowa counselors.
2. To determine adequacy of organizational patterns for guidance within the state.
3. To determine administrative and public support for guidance.
4. To determine financial support for guidance.
5. To determine the extent of training of practicing school counselors.
6. To determine the attitudes of counselors toward the various tasks which they must perform.
7. To determine the practices of counselors in regard to testing, counseling, placement, record keeping, and other guidance services.
8. To determine the extent of in-service education in guidance.
9. To determine the practices carried on in public relations.
10. To determine the projected needs of the local schools for staff in the pupil personnel area.
11. To provide a basic pool of information which is necessary for the planning of pre-service and in-service education for counselors.

Procedures

A questionnaire was constructed modeled after those used in Ohio and Indiana studies with one significant difference. The questionnaire was precoded to ease in getting the data ready for data processing. This had the disadvantage of having the questionnaire designed for the largest school district in Iowa and therefore being bulkier than would be required to the typical Iowa school. It did ease the coding process when the data was collected, however.

During the construction of the questionnaire members of the guidance staff of the State Department of Public Instruction were asked to read and criticize the questionnaire, and it was submitted to the research seminar at Iowa State University for critique.

Collection of Data

All but one or 455 school districts in Iowa were sent the questionnaire and a stamped, self-addressed envelope along with a letter requesting their cooperation. Two follow-ups were sent. The first, consisting of a post card, asking them to complete the questionnaire. The second follow-up was a complete remailing of the questionnaire. Eighty-three per cent or 378 school districts returned the questionnaire. The questionnaire is not appended to this report because of its length but is available upon request.

Findings - Section I

Characteristics of Respondents and Non-Respondents

The Sample

All secondary schools in the state of Iowa were surveyed. Of these 453, 378 or 83.46 per cent returned useable questionnaires. In this section a series of tables will be presented that describe the respondents in regard to rural-nonrural enrollment, NCA membership, type of school system, type of school organization, curriculum areas offered, school enrollment, and average size of class.

It is believed that the respondents are representative of Iowa schools with one exception. The schools returning questionnaires were predominantly those which had guidance programs. An inspection revealed that of the 75 not responding 36 or 48 per cent (see Table 1) did not list guidance counselors in the Iowa School Directory. For this reason the sample tends to be representative of schools <u>having</u> guidance programs.

Table 1

Type of Guidance Personnel in Non-Respondent Schools

Personnel	N	% of Schools
No Counselor	36	48.00
Teacher Counselor	9	12.00
Guidance Counselor	16	21.33
Director of Guidance	14	18.67
Total	75	100%

As a part of the identifying data schools were asked to indicate the percentage of students living on farms. Table 2 provides a breakdown of the results of this question. If it is not already obvious it should be pointed out that this type of data is not always readily available and hence is subject to greater error than data that can be obtained by direct observation or from school records.

Table 2

Students Attending Responding Schools Who Live on Farms

Rural Students	N	% of Schools
Less than 25%	46	12%
26-50%	126	34%
51-75%	156	41%
76-100%	49	13%
Not Elsewhere Classified	1	---
Total	378	100%

Information concerning membership in the North Central Association was also requested. Table 3 shows that 167 or 44 per cent of the respondents indicated that their schools were members of NCA.

Table 3

School Membership in North Central Association for Respondents

Response	N	% of Schools
Yes	167	44%
No	210	56%
No Response	1	---
Total	378	100%

Iowa schools are established as either community, independent, township, county, or consolidated school districts. Of the respondents 343 were community schools. Seven were independent, two were township and 26 were consolidated school units. Table 4 illustrates the breakdown by number and by percentage.

Table 4

Type of School System for Respondents

System	N	% of Schools
Community	343	90%
Independent	7	2%
Township	2	1%
County	0	---
Consolidated	26	7%
Total	378	100%

School districts may elect a number of ways to organize their schools. As is shown in Table 5 the predominant organizational pattern of the respondents was either 6-2-4 or 8-4 with 35 per cent of the respondents falling into the former and 33 per cent falling into the latter. Fifteen per cent of the respondents were organized on a 6-6 basis and 14 per cent on a 6-3-3 basis. Three per cent of the schools responding had chosen some other organizational pattern. The non-respondents varied from this pattern somewhat. The biggest difference was found in the 8-4 organizational pattern where approximately 43 per cent of the non-respondents were found and in the 6-2-4 category where only about 13 per cent were found.

Table 5

Type of School Organization for Respondents and Non-Respondents

Respondents			Non-Respondents		
Organization	N	%	Organization	N	%
8-4	127	33%	8-4	32	42.67
6-3-3	54	14%	6-3-3	11	14.67
6-6	56	15%	6-6	22	29.33
6-2-4	131	35%	6-2-4	10	13.33
Other	10	3%	Other	0	0.00

The instructions (appendix A) to schools were to complete the questionnaire only in regard to the high school guidance program. As is illustrated in Table 6 and consistent with the data in Table 5, 82 per cent of the respondents completed the questionnaire for grades 9-12 and 18 per cent for 10-12 high school units.

Table 6

Grades to Which Questionnaire Pertains

Grades	N	% of Schools
9-12	308	82%
10-12	69	18%
Not Elsewhere Classified	1	---
Total	378	100%

Table 7 gives a breakdown of responding schools by enrollment. As would

be expected the majority of the responding schools were below 400 in enrollment. Seventy-five per cent of the respondents fell into this category. Thirty per cent of the schools were in the 100-199 category, 26 per cent in the 200-299 category, and 14 per cent in the 300-399 category. Seven per cent of the respondents were in the 700 and beyond range. A bias is evident when comparing non-respondents to respondents. Approximately 61 per cent of the non-respondents have enrollments of less than 200 as compared to 35 per cent of the respondents. This trend toward smaller size is obvious throughout the non-respondents.

Table 7

School Enrollment for Respondents and Non-Respondents

	Respondents		Non-Respondents	
Enrollment	N	% of Schools	N	% of Schools
0-99	19	5%	7	9.34
100-199	116	30%	39	52.00
200-299	98	26%	13	17.33
300-399	52	14%	7	9.33
400-499	33	9%	3	4.00
500-599	18	5%	6	8.00
600-699	14	4%		
700-799	5	1%		
800 +	22	6%		
No Response	1	--		
Total	378	100%	75	100%

In Table 8 the types of curricula offered in the responding school districts

is presented. As would be expected the general and college curricula lead the list with 98 per cent and 96 per cent, respectively. Business and office education was offered by 91 per cent of the respondents and industrial arts by 83 per cent. After this the percentages fall off rapidly to 58 per cent offering home economics, 53 per cent vocational agriculture, 12 per cent trade and industrial education, 12 per cent distributive cooperative education, and 4 per cent of the schools indicating that they offered curricula other than those listed on the questionnaire.

Table 8

Curriculum Areas Offered

Curriculum	Offered	% Offered	No Response	% No Response
General	369	98%	9	2%
College Preparatory	264	96%	14	4%
Business & Office Ed.	345	91%	33	9%
Industrial Arts	313	83%	65	17%
Homemaking	221	58%	157	42%
Vocational Agriculture	199	53%	179	47%
Trade & Industrial	47	12%	331	88%
Distributive Cooperative Education	45	12%	333	88%
Others	12	4%	264	96%

The average size of classes was asked for and is presented in Table 9. Fifty-nine or 16 per cent of the schools indicated average class size was less than 20, but the preponderance of schools indicated class size average to be between 20-25 or 26-30. Seventy-five per cent of the schools responded in this manner. Seven per cent indicated that average class size was larger than 30, and two per cent did not respond.

Table 9

Size of Classes

Class Size	N	%
Less than 20	59	16%
20-25	179	47%
26-30	104	28%
31-35	14	4%
35 or more	13	3%
No Response	9	2%
Total	378	100%

Summary

In this section the characteristics of the responding schools have been presented. Because of the 83.46 per cent return it is felt that these schools are representative of all Iowa schools.

Findings - Section II

Organizational Considerations

In this section attention will be given to factors relating to the organizational status of guidance. Consideration will be given to the guidance program which has departmental status, the general acceptance of guidance, the use of a guidance committee, how pupils are assigned to counselors, counselor-pupil ratio, guidance facilities, personnel responsible for guidance programs, and availability of clerical help.

In Table 10 two sets of figures are presented. First, the number of schools having organized guidance programs and it is presumed by this that these would be schools employing counselors, and second, the departmental status of guidance is given. Three hundred twenty or 85 per cent of the respondents indicated that they did have organized guidance programs and 262 or 69 per cent indicated that guidance had departmental status.

Table 10

Status of Guidance

	Yes	%	No	%	No Response	% No Response
Organized Program	320	85%	51	13%	7	2%
Department Status	262	69%	98	26%	16	5%

Before a guidance program can be successful it must have the support of the community, the school board, the administration, and the instructional staff. In Table 11 a breakdown is given as it pertains to the way in which the respondents felt they were accepted by these various groups. As can be seen by the mean ratings, the respondents felt that they had the greatest acceptance by school administrators with a mean rating of 4.36 on a five point scale. This may have been boosted by the fact that administrators completed many of the questionnaires. This degree of acceptance was followed in rank order by the board of education (3.96), the school staff (3.78), and the community (3.69). It should be noted that there were only a few schools that felt they had little or no acceptance for their guidance programs.

Table 11

Acceptance of Guidance

Groups	No Response N	%	Little or None N	%	Relatively Little N	%	About Average N	%	Relatively More N	%	Much N	%	Mean Rating
Community Support	14	4	8	2	23	6	111	29	154	41	68	18	3.69
Board of Education Approval	5	1	5	1	16	4	72	19	128	37	143	38	3.96
Administration Approval	3	1	4	1	11	3	43	11	103	27	214	57	4.36
Acceptance by School Staff	3	1	4	1	23	6	95	25	171	45	82	22	3.78

A guidance committee made up of administrators, teachers, laymen, and counselors is often advocated as an effective way of organizing and assisting in the operation of a guidance program. The survey asked schools to indicate whether or not a guidance committee had been utilized in establishing the guidance program and also to indicate if this committee was still active. Table 12 illustrates that only 51 schools or 13 per cent of the respondents had used a committee and of these only one-third were still active.

Table 12

Guidance Committee

Status	No Response	%	Yes	%	No	%
Used in Organization	30	- 8	51	-13	297	-79
Remained Active	261	- 96	17	- 4		

Another practice that is often espoused by counselor educators and practitioners alike is that guidance programs should have statements of policy and written objectives for the program. Fifty-two per cent of the respondents indicated that written objectives were available for the program.

Table 13

Written Policies

Status	No Response	%	Yes	%	No	%
Written Statement of Policy	11	3	152	-40	215	-57
Written Objectives for Department	11	3	197	-52	170	-45

The method of assigning pupils to students and the extent of the counselor load are presented in Tables 14 and 15.

Table 14

Pupil Assignments to Counselor

Method	N	% of Schools
Other (primarily case of one co. to a school)	212	56%
Class or grade	73	19%
Pupil Choice	26	7%
Alphabetical Order	19	5%
Homeroom	8	2%
Program of study	6	2%
Sex	5	1%
No Response	29	8%
Total	378	100%

In Table 14 it can be seen that the "other" category leads the list of the ways in which counselees are assigned to counselors. This is mainly because most Iowa schools are small and consequently employ only one counselor and no assignment to counselor is needed. Of those who do assign students the largest number, 73 or 19 per cent, assign on the basis of school grade. Twenty-six districts or seven per cent allow students to choose their own counselor. Other methods of assignment are alphabetical order, homeroom, program of study, and sex.

Table 15 illustrates the breakdown of counselor-pupil ratios in responding schools. These ratios are particularly interesting in view of the school standard requiring 1:300 which is to be implemented in the fall of 1967.

Table 15

Counselor-Pupil Ratio

Ratio	N	% of Schools
Less than 1:300	189	49%
1:300-500	142	38%
1:500 or more	23	6%
No Response	26	7%
Total	378	100%

Forty-nine per cent or 189 school districts reported a counselor-pupil ratio of 1:300 or less, 38 per cent or 142 school districts report a ratio of between 1:300 and 1:500 and six per cent or 23 school districts report counselor-pupil ratios in excess of 1:500. It is unfortunate that these ratios were not broken down into finer categories in order that a clearer picture could be ascertained.

Facilities are an important prerequisite for the functioning of a guidance program. First of all, facilities provide an identity for the guidance program which is necessary. Secondly, privacy must be provided if counseling is to be successful. Types of guidance facilities available and whether or not these facilities provide a private environment is presented in Tables 16 and 17.

In Table 16 it can be seen that 65 per cent of the responding schools have general guidance offices and 77 per cent have private counselors' offices. Conference rooms are available in 37 per cent and 30 per cent indicated that they have space set aside for informational materials.

Table 16

Guidance Facilities Available

Facilities	Do Have-%	No Response-%	Not Elsewhere Classified
General Guidance Office	247-65%	131-35%	
Private Counselor's Office	291-77%	86-23%	1
Dean of Boys' Office	10 - 3%	368-97%	
Dean of Girls' Office	14 - 4%	364-96%	
Conference Room	139-37%	238-63%	1
Reception Room	112-30%	265-70%	1
Space for Informational and Occupational Materials	328-87%	49-13%	1

In Table 17 information about privacy for counseling is presented. Three hundred eighteen schools indicated that they do have a private room available for counseling. Since only 77 per cent indicated private counselor's offices, this must include deans' offices or other similar facilities.

Table 17

Private Room Available for Counseling

Response	N	% of Schools
Yes	318	84%
No	45	12%
No Response	15	4%
Total	378	100%

The question of leadership is an important one in the operation of a

guidance program. An attempt was made to collect data about what person in the school was formally in charge of the guidance program. These results are presented in Table 18.

Table 18

In Charge of Guidance Program

Title	N	% of Schools
Director of Guidance	126	34%
Counselor	134	36%
Teacher Counselor	54	14%
Principal	54	14%
Ass't. Principal	1	---
Other	4	1%
No Response	5	1%
Total	378	100%

One hundred twenty-six or 34 per cent of the schools indicated that a guidance director was in charge of the guidance program. It should be pointed out that in many instances these people are "directing themselves" in that there is only one counselor in a school. Thirty-six per cent or 134 schools indicated that a counselor was in charge of the program, 14 per cent or 54 schools indicated that a teacher counselor was in charge, and 14 per cent indicated that the high school principal was in charge of the program.

There are many tasks in the guidance program that can be conducted by clerical staff. Recording test information, filing occupational material, ordering testing materials, making appointments, and other secretarial jobs. Schools were asked to indicate whether or not they were providing professional clerical help. As can be seen in Table 19, 214 schools or 57 per cent indicated that they

Table 19

Professional Clerical Help Provided

Response	N	% of Schools
Yes	214	57%
No	157	41%
No Response	7	2%
Total	378	100%

were, 41 per cent or 157 schools indicated that they were not, and seven schools did not respond.

Table 20

Number of Employees in Pupil Personnel Services

Personnel	Total
Assistant Principal	49
Director of Guidance	149
School Psychologist	148
Psychiatrist	14
School Nurse	221
School Doctor	19
Attendance Worker	37
Social Worker	34
Visiting Teacher	14
Psychometrist	7
Principal	296
Counselors (Full-Time)	203
Teacher Counselors	111

In Table 20 can be found the listing of the numbers and types of people that responding schools listed as a part of their pupil personnel staff. Paradoxically, principals lead the list. The 378 respondents listed 296 principals as a part of their staff. This can be contrasted with only 203 full-time counselors and 111 teacher counselors, 49 assistant principals and 149 guidance directors.

Other pupil personnel staff members included 148 school psychologists, 221 school nurses, 37 attendance workers, 34 social workers, 19 school doctors, 14 school psychiatrists, 14 visiting teachers, and seven psychometrists.

Table 21

Importance Placed on Activities in the Guidance Program

Activity	Overall Rank
Educational Counseling	1
Vocational Counseling	2
Personal-Social Counseling	3
Testing	4
Group Guidance	5
Teacher Conferences	6
Parent Conferences	7
Orientation	8
Job Placement and Follow-Up	9
Research	10

Finally, schools were asked to rate the relative importance of the various activities in the guidance program. As can be seen from the data in Table 21 counseling type activities ranked first, second, and third. Specifically, ed-

ucational and vocational counseling were considered to be of first and second importance respectively. These were followed by personal-social counseling (third), testing (fourth), and group guidance was ranked fifth. Research was seen as least important of the ten activities, with job placement and follow-up ranking ninth and orientation ranking eighth. Teacher conferences and parent conferences ranked sixth and seventh respectively.

An attempt was made to determine the amount of time spent on these various activities but responses were so fragmentary as to make reporting impossible.

Summary

The major findings concerning organizational considerations can be summarized as follows:

1. Eighty-five per cent of the responding schools indicate that they have a formally organized guidance program.
2. Support for guidance services from community, board of education, teachers, and administrators was generally viewed as strong.
3. Guidance committees were used in 51 schools (13 per cent) to organize a program and remain active in only 17 (4 per cent).
4. Most schools in Iowa employ only one counselor so the assignment of counselors is no great problem. The most prevalent method of assignment of students to counselors in those schools having more than one counselor is by grades.
5. Almost half of the schools responding indicated a counselor-pupil ratio of 1:300 or less.
6. More than 80 per cent of the schools had private counseling offices available.
7. In response to the question of who was in charge of the guidance program, schools were split about evenly between a counselor and a guidance direc-

tor with 36 and 34 per cent, respectively.

8. About 57 per cent of the schools indicated that they do provide some professional clerical help.

9. Many schools listed principals and assistant principals as pupil personnel staff members. Four hundred sixty-three guidance staff members were listed including 149 psychologists and a wide variety of others.

10. Counseling type activities were rated as being of greatest importance in the guidance program. Research, job placement and follow-up, and orientation were rated as least important.

Findings - Section III

The Iowa Counselor

A guidance program can be little better than the school counselor. A good school counselor is a product of his experiences, his personal strength and the quality of the educational program where he completed his program of studies. In this section will be presented a series of tables which seek to describe the Iowa counselor.

The mean age of school counselors is becoming lower throughout the United States. As can be seen, 24 per cent of counselors in Iowa are in the 20-30 category, 37 per cent in the 31-40 group and 21 per cent in the 41-50 category, 13 per cent in the 51-60 category and five per cent in the 61 + range.

Table 22

Age of Counselors

Age	N	% of Total (501)
20-30	118	24%
31-40	188	37%
41-50	106	21%
51-60	65	13%
61 +	24	5%
Total	501	100%

This means that 61 per cent or 306 counselors are 40 or younger and only 18

per cent of all counselors are over 50.

A topic of much debate has been the idea of the full-time counselor vs. the teacher counselor. Iowa has two types of regular approval for counselors which reflect these differences. In addition it has become necessary to introduce an emergency certificate because of the demand for guidance personnel. This is usually given in the form of a temporary approval which requires the person to work toward full approval. This certificate does, however, allow the individual to function as a full-time counselor.

In Table 23 it can be seen that 366 or 74 per cent of the counselors in Iowa hold the school counselor approval or approval for full-time work as a

Table 23

Approval Held By Counselors

Approval	N	% of Total (492)
School Counselor	366	74%
Teacher Counselor	63	13%
Temporary Approval	63	13%
Total	492	100%

school counselor. In addition 13 per cent (63) of the respondents hold the teacher counselor approval and 13 per cent (63) are on the temporary approval. It can be seen that 87 per cent of counselors in Iowa are approved to function as full-time counselors.

In Table 24 is presented data concerning the tenure of counselors in Iowa. Sixty-four per cent or 329 of the counselors in Iowa have been in their present position for four years or less, 24 per cent or 120 have a tenure ranging from five to eight years, and 12 per cent or 61 have been in their present position for nine years or more.

Table 24

Length of Time Counselors Have Been In Present Position

Time	N	% of Total (510)
0-4 years	329	64%
4-8 years	120	24%
9-12 years	32	6%
13 + years	29	6%
Total	510	100%

The fact that 64 per cent of the counselors have been in their present position for four years or less is the result of at least two factors. First of all, many of the schools have started guidance programs during the past few years, and secondly, because of the tremendous demand counselors have moved into schools for more lucrative salaries and better working conditions.

Table 25 presents a breakdown of where counselors in Iowa acquired their training. Of the in-state institutions, Drake University has trained the greatest number and is followed in descending order by State University of Iowa, State College of Iowa, and Iowa State University. Perhaps most interesting was the finding that 44 per cent or 222 of the counselors now employed in Iowa got their education outside of the state.

Table 25

Where Counselors Completed Guidance Work

Place	N	% of Total (504)
Out of State	222	44%
Drake University	101	20%
State University of Iowa	69	14%
State College of Iowa (Univ. of Northern Iowa)	68	13%
Iowa State University	44	9%
Total	504	100%

All of education is faced with increasing educational requirements at the local and state level. Increments on the salary schedule, opportunities to participate in NDEA institutes and a genuine desire for increased competency have been prime motivating forces in acquiring additional education. In Table 26 is presented the education attained by counselors in Iowa.

Table 26

Academic Work Completed by Counselors

Degree	N	% of Total (509)
Less than Masters	122	24%
Masters	156	30%
Masters +	182	36%
Eds. or M.S. + 30 Semester Hours	49	10%
Total	509	100%

Practicum	N	% of Total (512)
Yes	358	70%
No	154	30%
Total	512	100%

Of the 509 counselors reporting, 122 or 24 per cent have completed less than a Masters degree. For the most part these are people who are either teacher counselors or are working in school counseling on temporary approval. Thirty per cent of the counselors hold just the Masters degree which is the minimum requirement for the school counselor certificate. It is interesting to note that 46 per cent of the counselors have worked beyond the Masters degree. Thirty-six

per cent or 182 indicated at least some hours beyond, and 10 per cent or 49 indicated a M.S. + 30 or an Ed.S. had been completed.

Although it would have been interesting to look at educational programs course by course, it did not seem that it would be possible to do this. However, because of the importance which is attached to the counseling practicum a question was included about this aspect of the educational program. The results are presented in Table 26. As can be seen, 70 per cent of the counselors indicated that they had completed a counseling practicum and 30 per cent had not. This means that 154 people in the state are employed as school counselors without any supervised instruction in actual counseling practice.

Table 27

Undergraduate Major of Counselors

Major	N	% of Total (509)
Social Studies	164	32%
Others	135	27%
Physical Education	77	15%
Mathematics Science	62	12%
Industrial Arts	22	5%
Vocational Agriculture	15	3%
Art, Music	12	2%
Home Economics	12	2%
Foreign Language	10	2%
Total	509	100%

The undergraduate major of the school counselors of Iowa is presented in Table 27. As can be seen from the data the largest group have had social studies undergraduate majors with 164 or 32 per cent indicating this area. The next largest group is the "other" category. Because of an oversight in preparing the

questionnaire, English was left out of the undergraduate majors. Although other majors are represented, it is felt that English represents a large number of this category. The "other" category is followed in descending order by physical education (77 counselors or 15 per cent), mathematics and science (62 counselors or 12 per cent), and industrial arts (22 counselors or 5 per cent). Three per cent of the counselors came from vocational agriculture and two per cent came from each of the majors of music and art, home economics, and foreign language.

Summary

The data concerning counselors in Iowa can be summarized as follows:

1. About half of the Iowa counselors are under the age of forty and only about five per cent are over 60.
2. Almost three-quarters of Iowa counselors hold the school counselor approval with the remaining ones divided evenly between teacher counselor and temporary approval.
3. Approximately two-thirds of Iowa counselors have been in their present positions less than four years.
4. Drake University has produced the largest number of counselors of the in-state institutions. It should be noted, however, that 44 per cent of counselors working in the state received their counselor training from out-of-state institutions.
5. About one-quarter of Iowa counselors have not completed the Masters degree. Over 45 per cent have completed work beyond the Masters, however.
6. Seventy per cent of the counselors indicated that they had completed a counseling practicum.
7. The greatest number of counselors came from a social studies undergraduate background.

Findings - Section IV
Individual Inventory Service

The individual inventory service deals with the part of the guidance program that collects records and disseminates information about the individual pupil. Information concerning these functions has been discussed and will be presented here--specifically, practices regarding the selection and use of tests. No attempt was made to collect information about the use of specific tests since this information has already been collected and is presumably available through the Division of Guidance Services in the State Department of Public Instruction.

Three questions were asked concerning the selection, administration, and recording of test results. The objective here was to determine which person in the school was primarily responsible for these functions. The results are shown in Table 28.

Table 28

Individual Responsibilities Regarding Tests

	Selects Test	Administers Test	Records Test Results
Principal	96 (25%)	51 (13%)	58 (15%)
Guidance Director	107 (28%)	105 (28%)	59 (16%)
Counselor	125 (33%)	158 (42%)	103 (27%)
Teacher Counselor	40 (11%)	49 (13%)	41 (11%)
Teacher	0 ---	11 (3%)	2 (1%)
Psychologist	1 ---	0 ---	
Clerical Help	-------	-------	109 (29%)
Students	-------	-------	-------
Not Elsewhere Classified	3 (1%)	1 ---	1 ---
No Response	6 (2%)	3 (1%)	5 (1%)
Total	378 (100%)	278 (100%)	378 (100%)

In terms of selection it can be seen that this function is split about equally among the principal, the guidance director, and the counselor. Ninety-six schools indicated that the principal was responsible for this function. This is one-quarter of the responding schools. Guidance personnel were listed as being in charge of this function in 72 per cent of the schools or 272 of the respondents. Of these, the guidance director was responsible in 107 schools (28%), the counselor in 125 schools (33%), and a teacher counselor in 40 schools (11%).

The administration of tests was the responsibility of five different types of personnel throughout the state. The most frequently mentioned person was the counselor with 42 per cent or 158 schools indicating that he was responsible for administering tests. The guidance director has this responsibility in 105 schools, the principal in 51 schools, and the teacher counselor in 49 schools. The classroom teacher administrates tests in only 11 or 3% of Iowa schools.

Recording test results is primarily a clerical task. As can be seen in Table 28, however, in only 29 per cent or 109 schools are results recorded by secretarial help. The counselor records results in 103 or 27 per cent of the schools, the guidance director in 59 schools or 16 per cent, the principal in 58 schools or 15 per cent, and the teacher counselor in 41 schools or 11 per cent. In Table 19, 57 per cent of the schools indicated that they provide professional clerical help. It is obvious that all of these people do not record test results.

Respondents were asked to indicate to what extent various people had access to test results. Administrators and counselors generally have full access to these results. In only about three-quarters of the responding schools do teachers have full access to test results, and parents, students, and employees are given full access to results in 10, 15, and five per cent of the schools. Generally, these last three groups are given test data on a need to know basis. This data is presented in Table 29.

Table 29

Personnel Access to Test Results

	Little or None	Need To Know Basis	Full	No Response
Administrators	2 (1%)	17 (4%)	355 (94%)	4 (1%)
Counselors	1 ---	3 (1%)	347 (92%)	27 (7%)
Teachers	2 (1%)	82 (21%)	291 (77%)	3 (1%)
Parents	54 (14%)	265 (70%)	36 (10%)	23 (6%)
Students	47 (12%)	253 (67%)	55 (15%)	23 (6%)
Employers	89 (24%)	227 (60%)	20 (5%)	42 (11%)

Table 30 represents a follow-up of the data presented in Table 29. The objective was to determine what types of tests were interpreted to students and on what basis.

Table 30

Extent of Test Interpretation to Students

	Little or None	Need To Know Basis	Full	No Response
Achievement	4 (1%)	50 (13%)	320 (85%)	4 (1%)
Ability	24 (6%)	151 (40%)	193 (51%)	10 (3%)
Interest	6 (1%)	59 (16%)	295 (78%)	18 (5%)
Personality	78 (21%)	113 (30%)	86 (23%)	100 (26%)
Specialized Aptitude	22 (6%)	83 (22%)	208 (55%)	65 (17%)

Achievement tests were interpreted most often with 85 per cent of the schools indicating full interpretation and personality tests received least interpretation with only 23 per cent indicating full interpretation given to students. Seventy-eight per cent of the schools indicated that full interpreta-

tion was given to interest tests, but only 55 per cent report similar handling of aptitude tests and only 51 per cent indicated full interpretation of ability tests. Those schools that do not interpret tests to students on a full basis do so mostly on a need to know basis. Few schools do little or no interpretation with the exception of personality tests. Seventy-eight schools or 21 per cent indicated that this was the case with personality inventories. Perhaps more significant is the fact that 100 schools did not respond to the personality inventory question indicating that perhaps these tests are not given by many.

Are parents made aware of various types of test scores? In Table 31 is presented the response to this question.

Table 31

Extent That Parents Are Told Their Children's Test Results

	Little or None	Need To Know Basis	Full	No Response
Mental Avility	104 (28%)	218 (58%)	47 (12%)	9 (2%)
Achievement	14 (4%)	101 (27%)	258 (68%)	5 (1%)
Interest	29 (8%)	142 (37%)	184 (49%)	23 (6%)
Personality	99 (26%)	131 (35%)	49 (13%)	98 (26%)
Specialized Aptitude	39 (10%)	143 (38%)	127 (34%)	68 (18%)

Over two-thirds of the schools indicated that parents were made fully aware of achievement tests, about one-half indicated that this was true of interest inventories and about one-third said that parents were completely informed about aptitude inventories. Thirteen per cent and 12 per cent, respectively, said that full information was given on personality inventories and mental ability tests, respectively. Over one-quarter of the schools said that no or little information was given to parents regarding results of personality inventories and mental ability tests. Many schools provide information about

various tests on a need to know basis only.

The next question asked was, "How are tests interpreted to parents?" Seventy-two per cent (Table 32) indicated that individual conferences were used while 23 per cent indicated that written material was sent home to parents.

Table 32

Method of Informing Parents of Test Results

Method	N	%
Individual Conferences	271	72%
Written Material Sent Home	88	23%
Telephone Conference	0	---
Group Conference	2	1%
Other	11	3%
Not Informed	1	---
No Response	5	1%
Total	378	100%

Records

The cumulative record is the point of accumulation of all the information gathered about the student. It should be so housed and maintained as to allow professional staff members to utilize the record in studying and attempting to understand students. In Tables 33-36 an attempt is made to present current practice in Iowa concerning the cumulative record.

The cumulative record is a guidance record and should be kept separately from the student's permanent record. Schools were asked to indicate whether or not a separate record was kept. Seventy per cent reported that this was the case (see Table 33).

Table 33

Guidance Record

	Yes	%	No	%	No Response	%
Separate Cumulative Record	265	70%	112	30%	1	--
Same Record Maintained Throughout School Career	353	93%	14	4%	11	3%

Schools were asked to indicate if the same record was kept throughout the school career of the individual. Of course those people who kept only one record answered affirmatively and another 63 per cent of the schools indicated that one record was kept throughout the school career.

In Table 34 is presented the data concerning where guidance records are kept. Generally records should be housed so as to make them readily accessible to all interested staff. In the responding schools 54 per cent said records

Table 34

Where Guidance Records Are Kept

	N	%
Principal's Office	131	35%
Ass't. Principal's Office	1	---
General Office	33	9%
Homeroom	0	---
Classroom	1	---
Guidance Office	205	54%
No Response	6	2%
Not Elsewhere Classified	1	---
Total	378	100%

were kept in the guidance office and 35 per cent said in the principal's office. Another nine per cent said that they were kept in some type of general office.

Maintenance of the cumulative record is basically a clerical task and should be performed by clerical personnel. It is clear from the information in Table 35, however, that this is not the case. Thirty schools or eight per cent indicate that records are maintained by nonprofessional school staff. Usually the record is maintained by the counselor, the principal, or the guidance director. These people are responsible for this function in 89 per cent of the responding schools.

Table 35

Personnel Access and Maintenance of Guidance Records

Personnel	Maintenance		Access			
	N	%	N	%	No Response	%
Guidance Counselor	135	36%	279	74%	99	26%
Principal	134	35%	338	89%	40	11%
Guidance Director	69	18%	168	44%	210	56%
Clerical Personnel	30	8%	---	---	---	---
Assistant Principal	2	1%	56	15%	322	85%
Classroom Teacher	30	8%	290	77%	88	23%
Psychologist	---	---	173	46%	205	54%
Nurse	---	---	169	45%	209	55%
Psychometrist	---	---	44	12%	334	88%
Visiting Teacher	---	---	34	9%	344	91%
Parents	---	---	21	6%	356	94%
Students	---	---	21	6%	356	94%
No Response	6	1%	---	---	---	---

In Table 35 can be found the data concerning who has access to the guidance records. In certain instances the figures probably indicate the presence of personnel in the school rather than school policy. For the most part principals

and guidance personnel have full access to the guidance record. Seventy-seven per cent of the schools, however, indicated that the classroom teacher had access to these records. Only six per cent of the schools indicated that parents and students were allowed to view the cumulative folder.

Table 36

Extent to Which Various Types of Information Are Recorded in Cumulative Record

nformation	Little 1	2	Average 3	4	Much or Often 5	No Response	Mean Rating
ersonal, Family	18-5%	70-19%	149-39%	80-21%	57-15%	4-1%	3.23
ducational History	3-1%	1-	30-8%	55-15%	285-75%	4-1%	4.65
ducational Plans	55-15%	70-18%	113-30%	70-18%	63-17%	7-2%	3.04
ealth & Physical Development	28-7%	80-21%	139-37%	78-21%	46-12%	7-2%	3.09
ttendance Records	34-9%	25-7%	58-15%	69-18%	187-50%	5-1%	3.89
ocational Plans	59-16%	66-17%	112-30%	83-22%	52-14%	6-1%	3.00
ork Experience	124-33%	103-27%	78-21%	42-11%	24-6%	7-2%	2.29
xtra-Curricular Activities	18-5%	38-10%	90-24%	90-24%	138-36%	4-1%	3.79
ehavior Records	31-8%	61-16%	127-34%	92-24%	61-16%	6-2%	3.24
uplicate Copies of Records Sent to Parents	62-16%	44-12%	75-20%	80-21%	107-28%	10-3%	3.34
est Scores	1-	3-17%	15-4%	74-20%	281-74%	4-1%	4.69
wards	20-5%	35-9%	105-28%	80-21%	130-35%	8-2%	4.26
thers	28-7%	11-3%	87-23%	25-7%	24-7%	202-53%	

Since many schools do not keep guidance records per se it would seem probable that the cumulative record would contain largely that information found in the permanent record. As can be seen in Table 36 this appears to be the situation. Schools indicated that the types of information kept were most often test scores, educational history, and awards. More guidance information such as educational and vocational plans, work experience, and personal-family information was

among those items rated as least kept. Fifty-five schools indicated that little information was kept about educational plans and 59 responded correspondingly for vocational plans. The least often kept information appeared to be work experience with 124 schools or 33 per cent indicating that little data was recorded concerning these experiences.

Summary

1. Various guidance personnel are responsible for selecting tests in almost three-quarters of Iowa schools. In the remaining one-quarter the principal has this responsibility.
2. Guidance personnel administer tests in 83 per cent of the responding schools.
3. Clerical help is responsible for recording test results in only 29 per cent of the responding schools. Guidance personnel have this responsibility in over half of the schools.
4. Full access to test results is generally granted to administrators and counselors with the same situation holding for teachers in 77 per cent of our schools. Parents, students and employers are generally given this information on a need to know basis.
5. Full interpretation of achievement and interest tests to students are given in most schools. Specialized aptitude and mental ability tests are fully interpreted in about one-half of our schools with the remaining ones interpreting on a need to know basis.
6. Parents are less often given a full interpretation of test results than students. Usually when parents are informed it is by an individual conference.
7. Seventy per cent of the schools keep a separate guidance record. These are usually kept in the guidance office, but in one-third of the cases

they are kept in the principal's office.

8. Records are usually maintained by professional school personnel. Only eight per cent of the schools reported that clerical help had this responsibility.

9. Administrators, guidance personnel, and teachers usually have access in slightly less than half the schools.

10. Information kept in guidance records closely parallels that kept in the permanent records. Test scores, educational history, and awards seems to be emphasized most.

Findings - Section V
The Information Service

The information service is the total effort put forth by the school to provide information that will facilitate the developmental process and ultimately provide a basis for making life decisions. Schools in Iowa spend a considerable amount of money on occupational files, monographs, career novels, college guides, and audio visual materials. In this section the concern was on the methodology involved in the information service or, specifically, what procedures were being utilized to disseminate the information which is being gathered.

Tables 37, 38, and 39 present the data concerning the orientation process in Iowa schools. In Table 37 it can be seen that 60 per cent of the respondents indicated that they had a planned group orientation. Table 38 indicates, however,

Table 37

Planned Group Orientation

	N	%
Yes	227	60%
No	147	39%
No Response	4	1%

that a larger percentage have planned orientation procedures, many of which revolve around individual activities. Seventy per cent indicated that they have individual conferences with students.

Table 38

Procedures Used to Facilitate Orientation

Procedures	N	%	No Response	%
Counselor Conferences	263	70%	115	30%
Introduction of Staff Personnel	240	63%	138	37%
Lectures	218	58%	160	42%
Tours of School Plant	221	58%	157	42%
Class Discussion	167	44%	211	56%
Parent Conferences	166	44%	212	56%
Social Get-Acquainted Activities	87	23%	291	77%
Attending Classes of Future School	64	17%	314	83%
Visits to Lower Grades by Older Pupils	40	11%	338	89%

It is also evident that many schools included parents in the orientation process. One hundred sixty-six or 44 per cent of the schools replied that parents' conferences were held. Introduction of staff, speeches, tours of the school building and class discussions were all popular orientation techniques.

As can be seen in Table 39 student handbooks are provided by 89 per cent of the schools as an aid in orientation. Special orientation pamphlets are provided by 45 per cent of the schools, and a list of course offerings are distributed by 274 schools or 72 per cent of the total.

Table 39

Orientation Materials Provided By School To New Students

	N	%	No Response	%
Student Handbook	338	89%	40	11%
Brochure of Course and Curriculum Offerings	274	72%	104	28%
Orientation Pamphlets	170	45%	208	55%

An attempt was made to determine the activities most of them used to facilitate educational, vocational and personal-social guidance. These results are reported in Tables 40 and 41. Table 40 is simply a breakdown of the way in which schools responded to the question, "To what extent do you use these activities in your program?" Table 41 summarizes this data by providing mean rankings and rank order of importance. As can be seen in Table 41 the counseling interview ranked number one in the extent of use in educational, vocational, and personal-social guidance. In all three cases the second ranked activity received a considerably smaller mean rating of use. For example, the activity ranked second in educational guidance was college days or nights with a mean rating of 3.07 as compared to a 4.22 for counseling. Similar differences were observable for special meetings with students which ranked second for vocational and personal-social guidance.

Certain types of activities received low ratings and consequently low rankings for all three areas resulted. Homeroom guidance classes, visits to industries and visits with parents were the most unpopular.

Table 40

Extent to Which Activities Are Used To
Disseminate Three Kinds of Guidance Information

Activities Type of Guidance	Little	2	Average	4	Much	No Resp.	
Career Conferences							
a. Educational Guidance	63-17%	36-9%	104-27%	80-21%	55-15%	40-11%	2.85
b. Vocational Guidance	51-14%	43-11%	100-26%	90-24%	64-17%	30-8%	3.21
c. Personal-Social Guidance	120-32%	69-18%	76-20%	25-7%	20-5%	68-18%	2.21
College Nights or Days							
a. Educational Guidance	85-23%	26-7%	92-24%	81-21%	69-18%	25-7%	3.07
b. Vocational Guidance	96-25%	43-11%	90-24%	47-13%	44-12%	58-15%	2.43
c. Personal-Social Guidance	183-48%	42-11%	40-11%	10-3%	5-1%	98-26%	1.61
Units in Subject Matter Classes							
a. Educational Guidance	73-19%	69-18%	120-32%	51-14%	23-6%	42-11%	2.65
b. Vocational Guidance	65-17%	49-13%	133-35%	62-17%	26-7%	26-7%	2.81
c. Personal-Social Guidance	85-22%	60-16%	124-33%	36-10%	15-4%	58-15%	2.49
Orientation Meetings							
a. Educational Guidance	54-14%	63-17%	125-33%	65-17%	46-12%	25-7%	3.05
b. Vocational Guidance	76-20%	66-18%	115-30%	49-13%	33-9%	39-10%	2.89
c. Personal-Social Guidance	82-22%	74-20%	102-27%	38-10%	28-7%	54-14%	2.62
Group Guidance Classes							
a. Educational Guidance	119-31%	51-14%	89-24%	54-14%	28-7%	37-10%	2.48
b. Vocational Guidance	118-31%	50-13%	88-23%	49-13%	30-8%	43-12%	2.55
c. Personal-Social Guidance	136-36%	67-18%	68-18%	30-8%	28-7%	49-13%	2.23

Activities Type of Guidance	Little	2	Average	4	Much	No Resp.	
Home Room Guidance Classes							
a. Educational Guidance	222-59%	49-13%	24-6%	12-3%	14-4%	57-15%	1.55
b. Vocational Guidance	217-57%	49-13%	26-7%	9-2%	14-4%	63-17%	1.61
c. Personal-Social Guidance	221-59%	45-12%	20-5%	10-3%	13-3%	69-18%	1.49
Counseling Interview							
a. Educational Guidance	12-3%	9-2%	43-12%	119-32%	179-47%	16-4%	4.22
b. Vocational Guidance	11-3%	8-2%	42-11%	125-33%	172-46%	20-5%	4.23
c. Personal-Social Guidance	18-5%	17-4%	62-16%	105-28%	154-41%	22-6%	4.01
Printed and Posted Communications							
a. Educational Guidance	10-3%	30-8%	131-35%	110-29%	73-19%	23-6%	2.79
b. Vocational Guidance	10-3%	29-8%	139-37%	106-28%	73-19%	20-5%	2.79
c. Personal-Social Guidance	64-17%	63-17%	109-29%	64-17%	37-10%	40-10%	2.84
Special Group Meetings with Parents							
a. Educational Guidance	105-38%	77-20%	94-25%	38-10%	32-8%	32-8%	2.02
b. Vocational Guidance	118-31%	80-21%	94-25%	24-6%	26-7%	36-10%	2.30
c. Personal-Social Guidance	154-41%	71-19%	69-18%	20-5%	15-4%	49-13%	2.00
Special Meetings with Students							
a. Educational Guidance	21-6%	38-10%	145-38%	84-22%	64-17%	26-7%	2.15
b. Vocational Guidance	22-6%	50-13%	138-37%	77-20%	61-16%	30-8%	3.30
c. Personal-Social Guidance	63-7%	62-17%	114-30%	54-14%	42-11%	43-11%	2.85

Activities Type of Guidance	Little	2	Average	4	Much	No Resp.	
Visits to Industry							
a. Educational Guidance	165-44%	87-23%	69-18%	14-4%	4-1%	39-10%	1.83
b. Vocational Guidance	152-40%	79-21%	77-20%	27-7%	11-3%	32-9%	2.03
c. Personal-Social Guidance	213-56%	55-15%	41-11%	5-1%	1-	63-17%	1.50
Visits to Training Opportunities							
a. Educational Guidance	109-29%	81-21%	110-29%	26-7%	19-5%	33-9%	2.32
b. Vocational Guidance	112-29%	79-21%	102-27%	30-8%	18-5%	37-10%	2.30
c. Personal-Social Guidance	188-50%	61-16%	54-14%	6-2%	3-1%	66-17%	1.64

Table 41

Means and Rank Order of Activities Used in Disseminating Educational, Vocational, and Personal-Social Information

Activity	Educational Guidance $\bar{X}$	Rank	Vocational Guidance $\bar{X}$	Rank	Personal-Social Guidance $\bar{X}$	Rank
Counseling Interview	4.22	1	4.23	1	4.01	1
College Days or Nights	3.07	2	2.43	8	1.61	10
Orientation Meetings	3.05	3	2.89	4	2.62	4
Career Conferences	2.85	4	3.21	3	2.21	7
Printed and Posted Communication	2.79	5	2.79	6	2.84	3
Units in Subject Matter Classes	2.65	6	2.81	5	2.84	3
Group Guidance Classes	2.48	7	2.55	7	2.23	6
Visits to Training Opportunities	2.34	8	2.30	9.5	1.64	9

Table 41
(con't.)

Activity	Educational Guidance $\bar{X}$	Rank	Vocational Guidance $\bar{X}$	Rank	Personal-Social Guidance $\bar{X}$	Rank
Special Meetings with Students	2.15	9	3.30	2	2.85	2
Special Meetings with Parents	2.02	10	2.30	9.5	2.00	8
Visits to Industry	1.83	11	2.03	11	1.50	11
Homeroom Guidance Classes	1.55	12	1.61	12	1.49	12

Summary

1. Group orientation is conducted in 60 per cent of the responding schools. At least 70 per cent provide some individual orientation.
2. Many schools provide special orientation materials. The student handbook is the most popular material.
3. The counseling interview is the most popular way of providing information to students. Homerooms and tours to industries are the least popular.

Findings - Section VI

The Counseling Service

The counseling service has been called the "heart" of the guidance program. The American School Counselors Association has recommended that half of the counselor's time be spent in this activity. Certainly the counseling skill is unique and perhaps the only unique skill that the school counselor has to offer. In this section is presented the data about counseling in Iowa schools.

The argument about whether or not students should be scheduled for regular conferences is still a current one. As can be seen by the data in Table 42, 57 per cent of the respondents do schedule students for regular appointments.

Table 42

All Students Are Regularly Scheduled For Counseling Each Year

	N	%
Yes	216	57%
No	157	42%
No Response	5	1%

Perhaps more interesting was the listing of personnel who are counseling students. Three-quarters or 283 of the schools indicated that the counselor did this, but 42 per cent said the principal did individual counseling and 30 per cent said classroom teachers were counseling individuals.

Table 43

Personnel Counseling Individual Students

	N	%
Counselors	283	75%
Principal	159	42%
Classroom Teacher	115	30%
Guidance Director	107	28%
Assistant Principal	21	6%
Others	19	5%
Not Elsewhere Classified	1	---

Schools were asked to indicate whether or not confidential counseling records were kept. Seventy-seven per cent responded that they did keep counseling records and 20 per cent indicated that they did not.

Table 44

Confidential Counseling Records Kept

	N	%
Yes	291	77%
No	77	20%
No Response	10	3%
Total	378	100%

Certain phases of educational planning such as the routine scheduling of classes detracts from, rather than adds to, counseling time. Nevertheless educa-

tional planning and course selections are among the most important of the counselor's responsibilities. Indications were that counselors were carrying out this activity, with 85 per cent indicating that the counselor had primary responsibility in this area. Seven per cent indicated that principals were primarily responsible for this activity and five per cent said teachers had this job.

Table 45

Person Primarily Responsible for Helping Pupils With Educational Plans and School Courses

	N	%
Counselors	320	85%
Administrators	27	7%
Teachers	18	5%
Homeroom Teacher	12	3%
No Response	1	---
Total	378	100%

Summary

1. Over one-half of the respondents indicated that students were regularly scheduled for counseling.
2. Although three-quarters of the schools indicated that counselors were doing the individual counseling, 42 per cent indicated the principal was engaged in individual counseling and 30 per cent said that teachers were performing in this area.
3. Over three-fourths of the schools indicated that confidential counseling records were kept.

4. The counselor was indicated to be the person primarily responsible for educational planning and course selection by 85 per cent of the schools.

Findings - Section VII

Placement, Follow-Up and Research

In this section job placement and research will be discussed. The goal of the research in this area was to determine whether or not these activities were being carried out and to what degree. Traditionally, neither placement nor research have received a great deal of emphasis although both, and particularly research, have been viewed as vital.

The information concerning job placement services can be found in Tables 46 and 47. As can be seen in Table 46, 51 per cent of the schools indicated that no job placement is offered at all. Thirty-seven per cent of the schools

Table 46

Job Placement Services Provided by School

	N	%
None Offered	193	51%
Placement in Part-time Job	141	37%
Placement in Summer Job	117	31%
Placement Following High School Graduation	113	30%

indicated that placement services were provided for part-time jobs, 31 per cent responded similarly of summer jobs, and 30 per cent indicated that they provided services for placing graduates.

Perhaps the rating of the extent to which files are kept of information about students and employers can provide some insight into the activities in this area. As can be seen in Table 47, 50 per cent indicated that little or a below average amount of information was kept and only 13 per cent ranked their information kept as above average or indicated that much information was kept.

Table 47

Extent to Which Files of Information About Students Who Desire Job Placement and Information On Job Opportunites Are Maintained

	N	%
1. (Little)	146	39%
2.	81	21%
3. (Some)	88	23%
4.	41	11%
5. (Much)	8	2%

Schools were asked to indicate if they had completed any type of research during the past five years. Sixty-nine per cent or 260 schools said that they had. Schools were then asked to report in what areas research had been under-

Table 48

Research, Evaluation or Follow-Up Completed in Last 5 Years

	N	%
Yes	260	69%
No	113	30%
No Response	5	1%

taken. As can be seen in Table 49 the most popular form of research has been follow-up studies of graduates and dropouts. Sixty-two per cent indicated that this type research had been conducted. This was followed in rank order by surveys of educational and vocational goals (42%), summary of intelligence test scores (30%), and comparisons of achievement and intelligence (29%).

Table 49

Area of Research and Evaluation Undertaken

	N	%	No Response	%
Summary of Intelligence Test Scores	114	30%	264	70%
Survey of Pupils' Problems	63	17%	315	83%
Survey of Pupil Education and Vocational Aims	159	42%	219	58%
Follow-up of Graduates and School Dropouts	235	62%	143	38%
Comparison of Pupil Intelligence and Achievement	108	29%	270	71%
Survey of Parental Expectation for Pupils	10	3%	368	97%
Survey of Pupil Leisure Time Activities	44	12%	334	88%
Others (1)	28	7%	350	93%
(2)	22	6%	354	94%

Those schools who have completed research were asked to indicate what person in the school had completed the project. Seventy-two per cent indicated that guidance personnel had done the research with 21 per cent answering that the principal had been responsible for the research (see Table 50).

Table 50

Personnel Conducting Guidance Research in the Schools

	N	%
Counselor	116	42%
Director of Guidance	85	30%
Principal	58	21%
Others	19	7%
Total	278	100%

In Tables 50-52 is reported that data concerning the use and benefit derived from the research. Schools were asked to rate on a one-to-five basis the usefulness of the research. Eighty per cent said that it was of "some to much" benefit (Table 51). However, when respondents were asked to give a yes or no answer to the question, "Was the research beneficial?" only 70 per cent said yes (Table 52).

Table 51

Was Research Beneficial to the School

	N	%
1. (Little or None)	11	4%
2.	45	16%
3. (Some)	102	36%
4.	91	32%
5. (Much)	37	12%
Total	286	100%

Table 52

Were Results of Research Put to Beneficial Use

	N	%
Yes	183	70%
No	79	30%
Total	262	100%

Schools indicated that the results were used in a number of ways. Although the results in Table 53 indicate that the most frequent use was simply giving results to teachers, many of the schools followed through with constructive changes. Ninety-eight schools made curriculum changes as a result of the research and 70 schools changed techniques of working with students.

Table 53

How Was Research Put to Use

	N	%
Given to Teachers	130	34%
Changes Made in Curriculum	98	26%
Changes Made in Techniques of Working with Pupils	70	19%
Reports Published	65	17%
Changes Made in School Policy	42	11%
Others	19	5%

Perhaps the most important research that can be done in a school is a systematic evaluation. In response to a question concerning the frequency of evaluation 109 schools indicated that this had never been done. This comprised

29 per cent of the respondents. Sixty per cent of the schools indicated, however, that an evaluation was done with the most common pattern being annually. One hundred sixty-two schools evaluate their guidance program on an annual basis.

Table 54

How Often Is Organized Evaluation of Guidance Services Made

	N	%
Never	109	29%
Quarterly	7	2%
Bi-annually	14	4%
Annually	162	43%
Others	42	11%
No Response	44	11%
Total	378	100%

It may not be safe to assume here that the 11 per cent not responding fall into the "never" category because of the way this section was worded.

Summary

1. Job placement services are offered in less than 50 per cent of the responding schools.
2. Some form of research has been conducted by about 70 per cent of the respondents, and of these about 70 per cent feel that the research was beneficial.
3. The four most popular forms of research were follow-ups, surveys of educational and vocational goals, summaries of intelligence test scores, and comparisons between achievement and intelligence.

4. The most common use of research is to distribute it to teachers, but some schools are utilizing research to identify needs of students.
5. At least 29 per cent of the responding schools had never conducted an organized evaluation.

Findings - Section VIII

In-Service Education

In an area as dynamic as guidance some type of in-service education for staff members must be considered essential. Presented in this section is the information gathered about the in-service education program in Iowa schools.

Schools were asked, "Is there an organized guidance in-service training program?" As is shown in Table 55 only 66 schools or 17 per cent of the schools answered affirmatively. This is perhaps a low estimate of the number involved

Table 55

Is There An Organized Guidance
In-Service Training Program

	N	%
Yes	66	17%
No	301	80%
No Response	11	3%
Total	378	100%

in in-service education. When schools were asked the date of the last in-service education program in guidance 152 schools or 40 per cent responded "never." However, 95 schools or 25% indicated that they had been involved in some type of program in the year prior to reporting and an additional 21 per cent in the past five years (Table 56). Again it is quite possible that the "no response"

should be considered in the "never" category because of the wording in the section.

Table 56

Date of Last In-Service Educational Program in Guidance

	N	%
Within the last year	95	25%
Within the last 3 years	44	12%
Within the last 5 years	34	9%
Never	152	40%
No Response	53	14%
Total	378	100%

To ascertain the type of in-service program and the content of the program two questions were asked concerning these aspects. The results are reported in Tables 57 and 58.

Table 57

How Much Have You Used Types of In-Service Education for Guidance Program

Techniques	1	2	3	4	5	No Response	$\bar{X}$
Case Conference	85-22%	55-14%	74-20%	19-5%	6-2%	139-37%	2.19
Demonstration Discussion	128-34%	41-11%	41-11%	11-3%	3-1%	154-40%	1.75
Case Studies	103-27%	46-12%	60-16%	17-5%	4-1%	147-39%	2.01
Lectures	117-31%	39-10%	53-14%	22-6%	5-1%	142-38%	1.98
Lecture-Discussions	112-30%	34-9%	62-16%	24-6%	6-2%	140-37%	2.07
Panel Discussions	148-39%	27-7%	27-7%	14-4%	4-1%	158-42%	1.65
Workshops	123-32%	32-8%	44-12%	22-6%	10-3%	147-39%	1.98
Assisting Teachers in Classroom	57-15%	45-12%	76-20%	41-11%	19-5%	140-37%	2.66
Others	28-7%	3-1%	7-2%	6-2%	5-1%	329-87%	2.11

As would be anticipated the ratings were low because of the minimal involvement by schools. Concerning the type of program, the one getting the highest rating was assisting teachers in the classroom (Table 57). This was followed in rank order by case conferences, lecture-discussions, case studies, lectures, workshops, and demonstration-discussions.

Table 58

The Extent to which the In-Service Education Program Includes Topics Aimed at Fostering Understanding of Students

Topics	1	2	3	4	5	No Response	$\bar{X}$
Study of Behavior Problems	77-20%	41-11%	61-16%	30-8%	8-2%	161-43%	2.03
Child Study Techniques	100-26%	48-13%	37-10%	16-4%	4-1%	173-46%	1.91
Child Development	101-27%	42-11%	39-10%	17-5%	5-1%	174-46%	1.93
Counseling Procedures	73-19%	28-7%	55-15%	41-11%	14-4%	167-44%	2.50
Cumulative Records	50-13%	31-8%	66-17%	54-14%	22-6%	155-41%	2.85
Guidance Techniques	84-22%	23-6%	61-16%	30-8%	10-3%	170-45%	2.32
Learning Process	84-22%	45-12%	53-14%	22-6%	2-1%	172-45%	2.09
Tests-Other Measurements	27-7%	-----	6-2%	3-1%	2-1%	339-89%	1.76

As can be seen in Table 58, three content areas were most often included in the in-service education program. Cumulative records seemed to be the most often considered, but this was followed closely by counseling procedures and guidance techniques with learning process being rated fourth. Less popular topics were the tests and other measurements, child development, and child study techniques.

Tables 59 and 60 present the findings concerning the use of outside personnel in the in-service education program. One hundred thirty-four schools indicated that they received help from outside the school district. Typically this

comes from either colleges or universities or the office of the county superintendent. Limited help was obtained from the State Department of Public Instruction and local non-school sources.

Table 59

Did Your School Have Assistance from Outside Personnel with In-Service Education Programs in Guidance

	N	%
Yes	134	35%
No	204	54%
No Response	40	11%
Total	378	100%

Table 60

Outside Personnel Assisting with In-Service Education Programs in Guidance

	N	%
Colleges or Universities	81	21%
County Office	73	19%
Local Non-School Sources	25	7%
State Department of Public Instruction	33	9%
Other	15	4%

In response to the question about who received the in-service education, schools answered in 42 per cent of the cases that teachers did, in 36 per cent of the cases that counselors did, and principals received in-service education in guidance in 29 per cent of the schools. This data is presented in Table 61.

When asked if these people were required to participate in their in-service education program, 89 schools or 24 per cent answered affirmatively.

Table 61

Which School Personnel Received the In-Service Education Program in Guidance

	N	%
Teachers	157	42%
Counselors	135	36%
Principals	109	29%
Other Pupil Personnel Workers	14	4%
Other	8	2%

Table 62

Required Participation in In-Service Meetings About Guidance

	N	%
Yes	89	24%
No	200	58%
No Response	69	18%
Total	378	100%

Respondents went on to indicate that typically in-service education programs are held either during a regular school day or after school. Ten per cent of the schools indicated that this was done prior to the opening of school.

Table 63

When Do Guidance In-Service Programs Take Place

	N	%
During the Day	77	20%
After School	73	19%
On Week-ends	---	---
Prior to Opening of School in August-September	38	10%
Other	14	4%
No Response	176	47%
Total	378	100%

Another type of in-service education program is attendance at professional meetings. Seventy-seven per cent of the responding schools indicated that they encourage guidance staff members to attend guidance meetings (Table 64), but only 56 per cent indicated that funds were available to members for attending these meetings (Table 65).

Table 64

School Encourages Guidance Staff to Attend Guidance Meetings

	N	%
Yes	292	77%
No	52	14%
No Response	34	9%
Total	378	100%

Table 65

Are Funds Available for Attending Professional Meetings

	N	%
Yes	211	56%
No	131	35%
No Response	36	9%
Total	378	100%

Summary

1. About one-sixth of the schools indicated that they had an organized in-service guidance program, but 37 per cent had some type of program in the three years prior to responding.
2. Results concerning techniques used in the in-service program were inconclusive, but in indicating content, schools were more definitive. Counseling procedures, guidance techniques, cumulative records, and learning process were the topics most often considered.
3. Typically, people from outside the local school district were used in the program.
4. Teachers, counselors and principals are included in the in-service program by many schools and 89 schools indicated that they required participation.
5. Over three-quarters of the schools indicated that they encourage participation in professional guidance meetings, but only slightly more than half provide financial support for this participation.

Findings - Section IX

Referral

It frequently becomes necessary for the counselor to seek resources beyond his own in his efforts to assist students. These efforts involve either formal or informal referral procedures. Because the counselor does have limitations it is imperative that these procedures work effectively. In this section is presented data about referral in Iowa schools.

Schools were first asked to indicate whether or not they had an organized referral procedure for use with other community agencies. Forty-three per cent indicated that they did have a procedure established, and 199 schools or 53 per cent indicated that they did not.

Table 66

Do You Have an Organized Procedure for Using Community and Other School Guidance Resources

	N	%
Yes	163	43%
No	199	53%
No Response	16	4%
Total	378	100%

In Table 67 are the responses to the question concerning the extent of use of certain types of resource personnel. As can be seen, in-school personnel are

used to a much greater extent than out-of-school resources. The teacher and the school psychologist lead the list. Of the out-of-school personnel used the medical doctor and the clergyman rank first and second, respectively. These are followed by the psychiatrist and clinical psychologist.

Table 67

Extent Referral Resources Are Used By Counselors

Topic	1	2	3	4	5	No Response	$\bar{X}$
Teachers	9-2%	17-4%	106-28%	116-31%	108-29%	22-6%	3.83
School Psychologist	52-14%	40-11%	91-23%	89-24%	63-17%	43-11%	3.21
Medical Doctor	50-13%	69-18%	127-34%	59-16%	27-7%	46-12%	2.83
Clinical Psychologist	156-41%	47-12%	51-14%	16-4%	13-4%	95-25%	1.88
Clergyman	80-21%	75-20%	109-29%	38-10%	14-4%	62-16%	2.47
Psychiatrist	148-39%	51-14%	73-19%	19-5%	8-2%	79-21%	1.99
Lawyer	188-50%	51-14%	34-9%	7-2%	8-2%	90-24%	1.60
Psychometrist	190-50%	33-9%	32-9%	11-3%	5-1%	107-28%	1.55
Other	8-2%	5-1%	14-4%	11-3%	10-3%	329-87%	3.23

Respondents were asked to indicate the difficulties which they encountered in making referrals. These results are reported in Table 68. The fact that there were insufficient numbers of in-school policy was cited by 20 per cent of the respondents and 16 per cent said that there was too much "red tape" involved in making a referral. Ten per cent said that they were unaware of the resources available to them.

Table 68

Difficulties with Use of Referral Sources

	N	%	No Response	%
Insufficient Number of School Specialists	197	52%	181	48%
Insufficient Outside Referral Resources	113	30%	265	70%
No School Policy	74	20%	304	80%
Too Much "Red Tape"	60	16%	318	84%
Unaware of Help Available	37	10%	341	90%
Others	27	7%	351	93%

Summary

1. Only about forty per cent have organized referral procedures.
2. Teachers and school psychologists are the most often used referral sources. Medical doctors and clergymen were the most frequently used outside the school staff.
3. The greatest difficulty in making referrals was insufficient numbers of specialist personnel.

Findings - Section X

Public Relations

Keeping people informed about guidance is a difficult task. Nevertheless this task must be performed if people are to be aware of the program, are to take advantage of its services and learn to appreciate and support guidance in our schools. Respondents were asked to indicate how pupils, teachers, parents, and the school board were made aware of the guidance program. These results are presented in Tables 69-73.

Table 69

How Does Counselor Assist Pupils in Knowing What Guidance Services are Available in the School

	N	%	No Response	%
Personal Counseling Contact	344	91%	34	9%
Printed Media	267	71%	111	29%
Orientation Meetings	248	66%	130	34%
Assembly Announcements	177	47%	201	53%
Public Address System	127	34%	251	66%
Other	46	12%	332	88%

As can be seen in Table 69 students are made aware of the guidance program in a number of ways. Personal counseling contact was listed as a technique in 91 per cent of the cases. This was followed in use by printed media (71%), orientation meetings (66%), assembly announcements (47%) and public address

system announcements (34%). Teachers were informed in three basic ways (Table 70). Announcements during teachers' meetings led the list. Eighty-three per cent

Table 70

How Counselors Assist Teachers in Knowing What Guidance Services Are Available

	N	%	No Response	%
Teachers' Meetings	315	83%	63	17%
Individual Teacher Conferences	256	68%	122	32%
Handbook on Printed Media	215	57%	163	43%
Other	16	4%	362	96%

listed this approach. Sixty-eight and 57 per cent, respectively, listed individual teacher conferences and printed media.

In Table 71 it can be seen that personal contacts was favored as a means of informing parents about guidance services. Eighty-two per cent listed this method.

Table 71

How Counselors Assist Parents To Develop An Awareness Of Guidance Services Available for Their Children

	N	%	No Response	%
Personal Contact	311	82%	67	18%
Printed Media	268	71%	110	29%
PTA Meetings	133	35%	245	65%
Other	48	13%	330	87%

This was followed closely by printed media (71%). Parent-Teacher Association meetings were utilized by 133 of the schools or 35 per cent.

Basic support for guidance must stem from the community and their elected

representatives on the school board. Printed media was the favored method of informing the community of the activities going on in the school, with talks to service clubs being used by 35 per cent of the schools. Radio and television were being used by only 10 per cent of the respondents.

Table 72

How Does Community Know About Guidance Services in the School

	N	%	No Response	%
Printed Media	303	80%	75	20%
Service Club Lectures	131	35%	247	65%
Radio and Television	36	10%	342	90%
Other	71	19%	307	81%

The board of education is informed of activities via oral and written reports by 52 and 53 per cent, respectively. Forty-one per cent use printed media for the purpose and 20 per cent indicated that explanatory programs or individual conferences were being utilized.

Table 73

How Does the School Board Know About Guidance Services in the School

	N	%	No Response	%
Written Reports to the Board	200	53%	178	47%
Oral Reports to the Board	198	52%	180	48%
Printed Media	155	41%	223	59%
Explanatory Program	77	20%	301	80%
Individual Conferences	77	20%	301	80%
Other	20	5%	358	95%

Summary

1. Personal contacts are utilized as methods of informing parents and students by over 90 per cent of the schools. This was followed in popularity by using some type of printed media.
2. Teachers' meetings were used most often to inform teachers about guidance. Individual teacher conferences were used second most often.
3. Printed media was used by 80 per cent of the schools to keep the community informed about the guidance program. Radio and television were used infrequently.
4. Written and oral reports to the board of education were listed by over one-half of the schools as the method utilized to keep the board informed. Printed media was also utilized by about 40 per cent of the schools.
5. Most schools use multiple techniques in informing students, parents, teachers, etc. of the activities of the guidance program.

Findings - Section XI

A General Rating of Effectiveness

Participating schools were asked to give a general indication of their feelings about the effectiveness of various guidance activities. The results of this question are presented in Table 74.

Table 74

Ratings of General Effectiveness of the Guidance Program

Topic	1-%	2-%	3-%	4-%	5-%	No Response-%	Mean Rating
Vocational Counseling	3-1%	9-2%	130-34%	164-44%	46-12%	26-7%	3.68
Educational Counseling	2-1%	5-1%	46-12%	192-51%	111-29%	22-6%	4.14
Personal-Social Counseling	9-2%	39-10%	146-39%	127-34%	32-8%	25-7%	3.38
Use of Tests in Student Self-Appraisal	6-2%	24-6%	141-37%	114-38%	38-10%	25-7%	3.47
Group Guidance	36-10%	69-18%	158-42%	62-16%	16-4%	37-10%	4.04
Career Day or Night	21-6%	39-10%	85-22%	61-16%	34-9%	138-37%	3.20
College Night	21-6%	34-9%	81-21%	69-18%	37-10%	136-36%	3.28
College Placement	8-2%	7-2%	87-23%	179-47%	71-19%	26-7%	3.85
Vocational Placement	28-7%	60-16%	139-37%	92-24%	19-5%	40-11%	3.04
In-Service Education	102-27%	105-28%	83-22%	22-6%	4-1%	62-16%	2.12
Identification of Students' Personal Problems	8-2%	22-6%	132-35%	151-40%	33-9%	32-8%	3.51

Table 74
(cont'd.)

Topic	1-%	2-%	3-%	4-%	5-%	No Response-%	Mean Rating
Research and Follow-Up	50-13%	91-24%	136-36%	55-14%	6-2%	40-11%	2.63
Community Surveys of Job Opportunities	99-26%	111-29%	81-22%	30-8%	8-2%	49-13%	2.20
Visitation of Industry	128-34%	100-26%	69-18%	23-6%	6-2%	52-14%	2.02
Testing for Vocational Exploration	22-6%	68-18%	127-34%	92-24%	18-5%	51-13%	3.05

As can be seen from the data two activities received mean ratings of over 4.0. These were educational counseling and group guidance. Other functions which could be considered in the high range were college placement, vocational counseling, and identification of students with personal problems. Activities which received ratings that indicate that they were considered average or somewhat effective were use of tests in student self-appraisal, personal-social counseling, career days, college nights, vocational placement, research and follow-up and testing for vocational exploration. Activities which received low ratings of effectiveness were in-service education, community surveys or job opportunities and visitation to industries.

Many schools did not respond in several of the categories indicating that perhaps they did not participate in these activities.

Findings - Section XII

Need for Personnel in the Future

Schools responding were asked to look ahead in their needs for personnel in guidance and in some other pupil personnel areas. These results are presented in Table 75.

Table 75

Estimated Guidance Personnel Needs

	1967	1968	1969
Directors of Guidance	99	78	84
Senior High Counselors	236	211	212
Junior High Counselors	191	178	187
Elementary Counselors	205	227	252
Psychometrists (Full-Time)	31	28	32
(Part-Time)	1	0	0
Clerical Staff (Full-Time)	211	194	190
(Part-Time)	11	11	11

In the 1967 school year estimates were that 99 directors of guidance would be needed, 236 senior high school counselors and 191 junior high counselors. These, coupled with the 205 elementary counselors that schools were anticipating needing, makes the total number of guidance personnel needed 731. Significant numbers of psychometrists, psychologists, and clerical staff were also being considered. The number of elementary school counselors anticipating being employed

increases in both 1968 and 1969 while the other figures remain about the same. If these figures are accurate the schools will be trying to employ numbers that approximate those now employed in high schools, go far beyond the present situation in the junior high school, and go beyond all expectations in the elementary school.

It is important to note that psychometrists and psychologists are going to remain in heavy demand. It is also encouraging to note the number of clerical personnel being considered for employment.

Section XIII

A Comparison

It was felt that perhaps the data gathered would be more meaningful if it were placed in the context of some comparisons with other states. In searching for studies which would allow meaningful comparisons, two were found. Pruett, Shertzer, and Stone ( ) conducted a statewide survey of guidance service in Indiana, and Peters, et. al. ( ), conducted a similar study in Ohio. One difficulty in making these comparisons was the dates of the foregoing study. Both the Ohio and Indiana studies were conducted in 1960-61 and pre-date this study by five years. For this reason only limited comparisons have been made.

The Sample

All schools were surveyed in Indiana, Ohio and in the Iowa study. Ninety per cent of the schools in Ohio completed the questionnaire. In contrast, only 47.8 per cent of the Indiana schools completed the long form questionnaire, although an additional 29.5 per cent completed a short form. The Iowa study compares quite favorably in that 83 per cent completed the entire questionnaire. In all studies the respondents were assumed to be representative of the population.

Guidance Organization

1. The Ohio study did not ask about organizational status of guidance programs. In Indiana it was found that in schools under 300, 50 per cent had organized programs and in medium and large schools 93 and 94 per cent, respectively,

had organized guidance programs. This study shows that 85 per cent of the Iowa schools indicated that they had organized guidance programs.

2. In response to a question about who had the responsibility for the guidance program, respondents in the Ohio study were divided between administrators, directors of guidance, and counselors. Thirty-four per cent indicated the administrator was in charge, 26 per cent said guidance directors were and 18 per cent said a counselor had the responsibility for the program. In Iowa directors of guidance were in charge of 34 per cent of the programs, counselors in 36 per cent, teacher counselors in 14 per cent, and administrators in only 14 per cent.

3. In the Iowa study only four per cent of the schools reported having an active guidance committee. This contrasts with nearly 30 per cent in Ohio and Indiana.

4. Eighty-four per cent of Iowa schools reported having private counselors' offices. In Ohio only 48 per cent reported having these facilities.

5. The rank order of importance of activities in the Iowa study coincided almost exactly with the findings in Indiana. In Iowa the first four activities were educational counseling, vocational counseling, personal-social counseling, and testing. In Indiana educational-vocational counseling ranked first along with testing, personal-social counseling ranked third and group guidance fourth. Placement and research ranked last in both studies. Ohio schools ranked activities similarly.

Guidance Personnel

Data comparable to that gathered in this study was not available from the Ohio study. Therefore, the comparisons made here are to Indiana counselors only.

1. Sixty-one per cent of the counselors in this study were 40 or under.

In Indiana only 48 per cent fell into this category. Only ten per cent of the counselors in Indiana completed counselor education programs outside the state. This is contrasted to 44 per cent completing programs outside of Iowa.

3. Approximately 36 per cent of the counselors in Indiana had been in their positions for four years or less. In Iowa 64 per cent had held their positions for four years or less.

4. Approximately 60 per cent of the counselors in Indiana had completed a Masters degree. In Iowa more than three-quarters had completed this degree.

5. Three-quarters of the counselors in Indiana had not completed the practicum. Seventy per cent of the counselors in Iowa had completed this course.

6. Undergraduate majors of counselors did vary greatly between Indiana and Iowa.

The Individual Inventory Service

1. In Indiana the director of guidance was the person most often mentioned as responsible for selecting tests in the medium and large schools, although the committee method of selection was popular in large schools. Administrators did this in small schools. This is similar to the situation in Iowa. Counselors, guidance directors and principals were listed by 33 per cent, 28 per cent, and 25 per cent, respectively.

2. For the most part counselors, teachers, and administrators had full access to test results in both Indiana and Ohio. Although counselors and administrators have similar privileges in Iowa, teachers are given full access in only 77 per cent of the schools.

3. No great difference in the extent of interpretation of test scores to students exists among the three states.

4. Iowa does more interpretation of achievement tests to parents than do other states, but puts less emphasis on interpretation of other types of tests.

5. Iowa and Ohio counselors demonstrated a preference for individual conferences and sending home written material. Over sixty per cent of the schools in Ohio and over 70 per cent of the schools in Iowa reported rising individual conferences. Although Indiana also showed a preference for the individual conference as a means of test interpretation but to a somewhat less degree, they appeared to use materials sent home to parents less often.

The Information Service

1. Sixty per cent of the schools in Iowa have a planned group orientation, and approximately two-thirds of the schools in Indiana have a similar program. School size and orientation were related according to the Indiana findings.

2. Counselor-student conferences were found to be popular in both Iowa and Ohio as a means of orienting students. Other popular techniques in both states were tours of school plant and class discussions.

3. Handbooks and orientation pamphlets are popular in both Indiana and Iowa.

4. The counseling interview is rated as the method most used in disseminating educational, vocational and personal-social information in all three states. Special meetings with schools ranked second.

The Counseling Service

1. Approximately 60 per cent of the schools in Indiana and Ohio report that students are scheduled regularly for counseling.

2. Administrators were accorded responsibility for providing actual counseling in large numbers of the Iowa, Indiana and Ohio schools. Although counselors were mentioned most frequently in all three states, principals were of second importance in the Iowa study and third in Ohio.

3. Confidential counseling records are kept by over 70 per cent of the schools in Indiana and Ohio.

Placement, Follow-Up and Research

1. Job placement activities are limited for the most part to part-time and summer jobs in both Indiana and Iowa. Over half of the schools in both states indicated that no placement services were available.

2. Less than one-half of the Indiana schools reported completing a research project during the past five years. In contrast nearly 70 per cent of the schools in Iowa reported completing such a project.

3. Forty-one per cent of the Ohio schools reported never having completed a follow-up study. Thirty-one per cent of the Indiana schools and 62 per cent of the Iowa schools reported having completed a follow-up study in the five-year period prior to the survey.

4. Approximately 30 per cent of the schools in Iowa and 25 per cent of those in Indiana have never completed an evaluation study of their guidance program.

In-Service Education

1. Less than 25 per cent of the schools in Indiana and Iowa have organized in-service education programs. Ohio appeared to be much more active in this respect.

2. Assisting teachers in the classroom was the technique most often used in the in-service education program in Iowa, while in Ohio case conferences was most often utilized.

3. Cumulative records and counseling procedures are topics most often used in Iowa. In Ohio testing was first and cumulative records second. Tests were least often considered in Iowa while child study techniques and child development were least used in Ohio. These topics were rarely used in Iowa also.

Referral

1. The teacher was rated as the most often used referral source in both Iowa and Ohio with the school administrator ranking second in Ohio and the school

psychologist ranking second in Iowa.

2. Too busy and too few specialists was the most common complaint about using referral resources.

Public Relations

1. Teachers' meetings and individual conferences were reported as a means by which teachers were most often informed concerning guidance services.

2. Personal contacts and printed media were favored in both Indiana and Iowa as a means of informing parents about the guidance program.

3. Printed media is the method most often utilized in informing the general public about guidance programs in Indiana and Ohio.

Findings - Section XIV

Implications of Study

Organizational Considerations

1. If the ratings of the support from the study can be considered as accurate, it can be assumed that, generally, support for guidance services is good. With this type of support there can be little excuse for not moving toward highly developed, professional programs of guidance and counseling. It is, of course, obvious that this is a generalization and that the guidance profession must continue to sell itself to its publics.

2. One of the basic weaknesses pointed out in the study was the failure to use guidance committees. Only thirteen per cent of the programs utilized these in establishing the program and four per cent have them at the present time. Without the use of this type of committee to help in the establishment of policy and to aid in the evaluation of the program, the guidance program stands a good chance of getting at odds with those it seeks to serve and depends upon for support--the teachers and the administrators.

3. Written objectives are the first step in the evaluation process and written statements of policy can be invaluable in the operation of a guidance program. Only about half of the schools had written objectives for the program and 40 per cent had written statements of policy. This deficiency needs to be corrected.

4. Forty-nine per cent of the schools had attained the established secondary school standard counselor-pupil ratio of one to 300. Those not meeting

this ratio were predominantly in the 1:300-500 range. It could well be that Iowa will be the first state in the nation to attain this ratio.

5. Approximately one-quarter of the schools in Iowa do not have private counselors' offices. It is nearly impossible for counseling to take place without privacy. If schools expect the most from their program this privacy must be provided. Eighty-four per cent indicated that they did have a private room available for counseling. One wonders what nine per cent of the schools consider counseling facilities.

6. Two hundred ninety-six schools listed principals as pupil personnel services employees and 49 listed assistant principals. It is clear that the distinction between administrator and pupil personnel services employee has not been firmly fixed in Iowa. This has, to a certain extent, been fostered by programs such as Title V-A which have counted administrative time in computing counselor-pupil ratios. Hopefully, this practice will cease. It is important for the future growth of the helping services that the distinction between administrator and pupil personnel services employee be made.

7. The importance placed upon counseling is encouraging. Perhaps the one unique skill the school counselor has lies in the area of counseling. This attitude should be fostered.

Iowa Counselors

1. Thirteen per cent of the counselors are operating on temporary certificates and an additional 13 per cent hold the teacher-counselor certificate. By present day standards these people are not fully qualified but have been pressed into duty because of the growing demand for counselors. Every effort should be made to assist these people in terms of completing educational requirements and in the service programs.

2. The high proportion of counselors educated outside the state puts an

inordinately high demand on the licensing agency to make sure that these institutions providing this education are of high caliber. Although agreements of reciprocity enter in here, it would seem appropriate that a committee of counselor educators be used in screening institutions. Generally, the standards established by the Association for Counselor Education and Supervision for preparation programs for secondary school counselors should be used as guidelines in screening institutions both inside and outside the state.

3. Thirty per cent of the counselors in the state have not completed a counseling practicum. This points out one of the number one priorities in terms of need for in-service education. The State Department of Public Instruction and the counselor education institutions within the state should sponsor workshops, meetings, etc., which would focus on this problem.

Individual Inventory Service

1. It would appear that much valuable counselor time is lost in the administration and recording of test results. Guidance personnel administer tests in 83 per cent of the schools and record the results in 54 per cent of the schools. This is a practice which cannot be justified if examined closely.

2. Administrators and counselors have full access to test results in most cases. Teachers do not in 22 per cent of the schools. Teachers should be taught (if they do not already know) the meaning of the test scores and their usefulness in instruction and in helping students and should be given these results.

3. Many types of tests are not being interpreted to students. One must ask at this point why are these tests being given? It would seem particularly appropriate that ability and specialized aptitude tests be interpreted to students if the maximum benefit is to be derived from these tests. Although there are legitimate reasons for giving tests other than for student self-appraisal, this should be the primary reason. In this same vein it would seem appropriate if more inter-

pretation of test results was done with parents.

4. Almost one-quarter of the schools send home sent results as written material. Although many test companies provide excellent materials for self-interpretation, it seems that the maximum benefit from the test results could be achieved if the interpretation is done on a face-to-face basis. Notably, over 70 per cent of the schools interpret tests to parents in this manner.

5. Seventy per cent of the schools reporting had a separate guidance record. The guidance record should be kept individually and in a place where it is accessible to the school staff. The most typical place for this record to be kept is in the guidance office (54%) and the principal's office (35%).

6. Clerical personnel maintain guidance records in eight per cent of the schools. To use professional personnel for this task is gross misuse of man power and talent. It seems almost incomprehensible that a $8,000 per year counselor would be used as a file clerk in the name of economy.

7. It seems quite obvious that many of the things which should be in the cumulative record are not there in many instances. Such items as educational and vocational plans, personal information and work experience which could serve as invaluable aids in counseling seem to be absent or at least not to be recorded fully.

The Information Service

1. Counselors in Iowa seemed to have realized that the best way to provide information to students is in the counseling interview. This is probably the one technique which takes advantage of readiness, a must in providing information. This technique is not being used to the exclusion of others but appears to be far ahead.

The Counseling Service

1. The procedure of regularly scheduling is adhered to by 57 per cent of the

schools. Presumably, the other schools use primarily a self-referral system. Although the self-referral system has many things to recommend it, the regular scheduling of students is the only assurance of not completely neglecting some students. Perhaps students should be called in for "counseling" who have not availed themselves of the services. If large numbers of students stay away from the counselor's office and have to be called in the school should take a close look at the program.

2. As stated earlier, principals were often listed as pupil personnel workers. This idea is strengthened by the fact that 42 per cent of the schools list the principal as one of the persons involved in counseling. Their definition of counseling might, of course, be questioned, but let it suffice to say that schools feel the principal is a part of their counseling staff. Additional efforts need to be made in clarifying what counseling is and generally the qualifications required.

3. The personnel primarily responsible for helping students make educational plans and select courses are counselors. It this is genuine educational planning, then this situation is as it should be. If, on the other hand, this is the routine scheduling that so many counselors are involved in, the practice is questionable at least.

Placement, Follow-Up and Research

1. Job placement is a service which should be available to high school students. One-half of the schools do not provide this service. In order to make up this deficiency the school counselors need to work closely with community agencies such as the Iowa Employment Service.

Not participating in job placement also can have the possible effect of isolating the counselor from the world of work in his community. A conscientious effort must be made by the school counselor in order to avoid this situation.

Job surveys, visitation to industry and programs by local guidance organizations can aid in preventing this isolation.

2. Some research has been done in over two-thirds of the schools in the past five years. It seems likely that a part of this research was directed to evaluation or partial evaluation of the guidance program. Although research and evaluation are essential to the functioning of a guidance program, counselors often complain of lack of time to do research studies and some institutions have not emphasized research in the education of school counselors. It seems that the extended contract is one partial answer to the time situation. It also seems likely that with longer education programs will come greater stress on research skills.

In-Service Education

1. There can be little doubt that the in-service education programs for school counselors are generally weak. Only 17 per cent of the schools reported having organized in-service education programs, and 40 per cent responded that they had never had such a program. It seems apparent that someone should assume an active role in promoting in-service education. The most obvious agency is the Department of Public Instruction, but counselor education institutions should participate.

Many conferences are held throughout Iowa each year. Often these conferences are scheduled without regard to needs of counselors. Perhaps this factor could be taken into consideration in the future.

2. One approach to keeping up with the changing guidance situation is to attend professional meetings. Seventy-seven per cent of the respondents indicated that they were encouraged to attend guidance meetings. Only 56 per cent of the respondents indicated that funds were available to attend these meetings. One-fifth of the schools are providing encouragement but little else. If a school

expects its staff to keep up to date it should allow released time and provide funds for professional meetings. All counselors should attend local and state meetings and representatives should attend national meetings. This representative should not always be the guidance director, but should include people who are performing the day-to-day tasks in the program.

Referral

1. It is generally recommended that schools have an organized referral procedure. Many mental health centers expect referrals to come from the school psychologist and, hence, in these areas procedures should be adopted that correspond to these expectations if possible. Fifty-three per cent of the schools do not have an organized procedure for referral. The reason for this is not clear, but it seems that these reasons should be studied carefully.

2. Insufficient numbers of school specialists is the most common difficulty experienced in referral. That this situation is a fact should force counselors and others to look outside the school for these resources. If a student is in need no effort should be spared to find appropriate help.

Public Relations

1. It should suffice to say that public relations is an important part of a guidance program, that our programs of public relations are rarely as good as they could be and that the need for good public relations will be a lingering one for guidance.

General Rating of Effectiveness

1. The basis for these ratings has to be professional opinion for the most part since programs have not evaluated their programs by research means. Schools responding felt that educational counseling was most effective and their programs of visitation to industry, in-service education, and surveys of job opportunities

are the weakest. This substantiates earlier findings of the study.

Need for Personnel in the Future

1. Perhaps the most striking finding in this section was the interest displayed in the elementary school counselors. Many schools reported an interest or an intent to employ elementary school counselors over the next three years. It seems likely that the present demand for secondary school counselors will soon be evident in the elementary school area as well.

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